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PM 654 COUNSELING RELATIONS: PROCESS AND SKILLS

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Fall 2000

Wednesday 1:00-3:45 pm

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INTRODUCTION

This is the basic skills-oriented course designed to provide students with a conceptual model and the communications tools necessary to facilitate the helping relationship. As a result, we emphasize a procedural theory for bringing movement into the counseling relationship. The course also places a great deal of emphasis on communication skills like empathy, challenging, etc. The focus is on helping students gain a conceptual, observational and behavioral understanding of the varied skills. Thus, actually hands-on experience from all participants is expected.

GOALS

This course is designed to achieve the following student goals:

1. To acquaint students with the interpersonal skills which facilitate the counseling relationship.
2. To provide students with opportunities to practice and develop these skills in class and in outside assignments.
3. To acquaint students with the process of therapy and the skills that are necessary to each stage of the process.

REQUIRED READINGS

Egan, G. (1997). The Skilled Helper, 6th ed., Monterey, CA: Brooks/Cole Publishing Co.

Egan, G. (1994). Exercises in Helping Skills. 6th ed., Monterey, CA: Brooks/Cole Publishing Co.

REQUIREMENTS

1. Active participation in class sessions.

2. Punctual class attendance is required since this is laboratory learning experience. Students should only be absent in emergencies. The latter include illness, family death or similar unavoidable situations.
3. Each student will be expected to participate in a triad to facilitate practicing of the skills learned in class. These groups will be expected to meet for a minimum of 10 hours during the semester. These hours are best spent on a weekly basis for at least 1 hour. This time is intended for the practice of the counseling skills. In such meetings two persons can serve as a counselor and counselee and the third person as the observer. This time can also be used to practice the skills and exercises in the Egan manual.
4. Each student will be responsible for 3 sessions with another student. The first and second session will be conducted live in class with a follow-up feedback session. In-class sessions will be 20 minutes with 5-10 minutes of feedback. Meetings times for the other session should be arranged by the student. ***Counselees do not have to use real issues. You may choose to act out a fictional situation or one with which you are familiar. The choice of issues is fully up to your discretion.***
5. Each counselor will be expected to make and critique a typescript for two sessions. Each typescript should follow the guidelines noted below:
 - Identify place and time of the session.
 - Provide a brief overview of the issue(s) leading up to the session.
 - Select 3 two-minute excerpts from the session. Choose excerpts where there is interaction between counselor and counselee. **(Use alternate names for the counselee).**
 - Accurately label all counselor responses (e.g. Basic empathy, feeling reflection, probe etc.)
 - For each excerpt, critique your performance. What were your goals? Were you successful? How did your response facilitate the progress of the session? What did you like about what you did? What would you do differently?
 - Provide concluding remarks about your performance as counselor. What are areas for growth etc.
 - Transcripts should be a maximum of 6 pages.

Transcripts will be graded strictly along these criteria.

Alternative to one of the typescripts: *In place of one typescript, students may choose to do a counseling session observed and critiqued by a minimum of five other class members. Each observer will provide a one- page critique of the session. **The Counselor will also be expected to provide a one-page critique.** It is the responsibility of the designated counselor to arrange for the time and for the minimum of five observers.*

NOTE: Because of the nature of this exercise, sessions will need to be taped. Rules regarding confidentiality apply. (All class work should follow rules of confidentiality). Tapes should be erased as soon as they are used. The first transcript or alternative project is due on November 29 . The second transcript is due on December 11.

6. Students will be expected to meet with a supervisor for at least one session to review their work. The supervisor will be an advanced practicum student or Dr. Palmer, depending on availability and scheduling.
7. Students will be expected to work along in the Egan exercise text to facilitate development of counseling skills. The Egan exercise text is a good way to utilize triad time.
8. Each counselee will provide a 1-2 page reflection on their experience as clients.

EVALUATION

Course grade will be determined in the following manner:

1. Quality of participation in exercises in the class setting - 10%
2. A mid-term on the course content - 40% of grade
3. Transcript 1 or alternative - 20%
4. Transcript 2 or alternative - 20%
5. Triad work - 10%. Triads members will provide an evaluation of each other for the semester. The maximum score is 25. 2 points should be deducted for each session of triad work missed by each group member.

GRADE RANGES

A	93	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

COURSE SCHEDULE

- **Week 1 (September 6, 2000)**

Organization of class and triads
Introduction and the Helping Relationship
The Helping Relationship and Action Orientation

Egan chapter(s), 1, 3

- **Week 2 (September 13, 2000)**

The Helping Model: A Procedural Approach to Helping
Theoretical Orientation & Microskills Hierarchy
Basic Communication Skills: Attending Behavior, and client observation skills

Egan chapter(s) 2, 4

- **Week 3 (September 20, 2000)**

Communication Skills: *Basic Listening Sequence, Probing, Paraphrase, Feeling Reflection, Basic Empathy*

Egan chapter(s), 4 - 6

- **Week 4 (September 27, 2000)**

Communication Skills: Advanced Empathy
Advanced Microskills - Reflection of Meaning

Egan chapter(s), 7

- **Week 5 (October 4, 2000)**

Observation of an initial Session
Problems in Initial Sessions

Egan chapter(s), 8

In-class counseling Sessions

- **Week 6 (October 11, 2000)**

Advanced Microskills - Focus
Basic Influencing Skills: Self-disclosure and Feedback

Egan chapter(s), 6

In-class counseling Sessions

- **Week 7**

Mid-term Exam (October 18, 2000)

- **Week 8 (October 25, 2000)**

Challenging Clients
Advanced Microskills - Assertion/Confrontation

Egan chapter(s), 9-11

In-class counseling Sessions

- **Week 9 (November 1, 2000)**

Leverage and Decision-making
Micro-counseling: Structuring and Decision Making

Egan chapter(s), 12

In-class counseling Sessions

- **Week 10 (November 8, 2000)**

Goal-setting and facilitating change
Basic Influencing Skills: Directives & Logical Consequences

Egan chapter(s), 13-16

In-class counseling Sessions

- **Week 11 (November 15, 2000)**

Creating the Future - Solution-oriented approach to problems.
Basic Influencing Skills: Interpretation/Reframing

Egan chapter(s), 13

In-class counseling Sessions

- **Week 12**

Fall Reading Week – No Class

- **Week 13 (November 29, 2000)**

Choice and Commitment
Basic Influencing Skills: Skill Integration

Egan chapter(s), 17

In-class counseling Sessions

- **Week 14 (December 6, 2000)**

Strategies
Planning, Implementation and Termination

Egan chapter(s), 18-19

- **Week 15 (December 11, 2000)**

Exam Week – No Final Exam in this class.

Possible In-class counseling Sessions